



Australian Government

CUAMPF404 Perform music as part of a group

Release: 1

CUAMPF404 Perform music as part of a group

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to perform music for an audience as part of a group.

It applies to individuals who perform as instrumentalists and vocalists as members of a group. They may work in any musical genre. Performing in a group requires well developed interpersonal communication and collaboration skills, in addition to technical and musicianship skills.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Performing arts – music performance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Perform warm-up routine	1.1 Check instrument or voice and other equipment required for the performance to ensure their reliability in performance 1.2 Tune instrument, liaising with other group members to ensure required pitch 1.3 Warm up to ensure that sound production is secure before beginning the performance 1.4 Use relaxation techniques to overcome performance anxiety as required
2. Apply technical and musicianship skills in	2.1 Maintain concentration and focus throughout the performance

ELEMENT	PERFORMANCE CRITERIA
performance	2.2 Meet the technical and interpretive requirements of the music and staging requirements of the performance 2.3 Apply music knowledge of genres, styles, musical elements, solo and ensemble practices, and music literacy to enhance interpretive aspects of performance 2.4 Use stagecraft skills and performing style appropriate to the context of the music and the performance 2.5 Respond to contingencies to maintain the integrity of the performance 2.6 Interact with stage management and other artistic, venue, studio and organisational staff as required
3. Interact with group members	3.1 Respond to musical, stage or studio directions, and give cues to contribute to a cohesive performance 3.2 Sustain the musical line and/or harmony in ensemble as required by the style and context of the performance 3.3 Listen critically and adjust playing and volume to achieve balance in dynamics and style with other players 3.4 Maintain responsiveness to other performers and to the music-making process throughout the performance 3.5 Synchronise own playing with that of other performers, and make music entries and exits consistent with the style of music and as agreed with other players 3.6 Demonstrate respect for other performers' work, using appropriate communication in verbal and body language 3.7 Contribute to the dynamics of the group to ensure best performance outcome
4. Evaluate performance	4.1 Discuss performance against previous work with group members to assess technical and artistic development 4.2 Identify weaknesses and errors in the performance and collaboratively suggest remedies 4.3 Evaluate repertoire choice and programming to determine suitability for the group's technical standard and style, as well as the overall musical balance in the program 4.4 Assess the role of individual performers for ensemble balance and for future performance possibilities 4.5 Evaluate the group's stage presentation, posture, dress and movement, and determine possible improvements 4.6 Analyse audience reaction to determine ways in which

ELEMENT	PERFORMANCE CRITERIA
	communication with the audience can be improved or special audience needs can be met 4.7 Collaboratively develop strategies for refining group performance and technical skills based on outcome of evaluations

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication	1.2, 2.6, 3.1, 3.3, 3.6, 3.7, 4.1, 4.4, 4.5, 4.7	- Participates in discussions using industry appropriate vocabulary - Obtains information through listening and questioning - Uses and responds to non-verbal communication methods
Navigate the world of work	1.1-1.3, 2.1, 2.6, 3.1, 3.4, 3.7	Understands the purpose of own role and associated responsibilities
Interact with others	1.2, 2.6, 3.1, 3.4-3.7, 4.1, 4.4, 4.7	- Works collaboratively to perform to the required standard - Selects and uses appropriate communication practices and protocols
Get the work done	1.1, 1.3, 1.4, 2.2-2.6, 4.1-4.7	- Plans and implements tasks to achieve required outcomes - Uses problem solving skills to respond to contingencies, evaluate feedback and decide on solutions or improvements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAMPF404 Perform music as part of a group	CUSMPF404A Perform music as part of a group	Updated to meet Standards for Training Packages. Minor edits	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
		to elements.	

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAMPF404 Perform music as part of a group

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Performance Evidence

Evidence of the ability to:

- demonstrate techniques to prepare effectively for performance
- perform proficiently as a member of a group, before an audience on at least three occasions, including:
 - demonstrating mastery of repertoire
 - responding to directions and giving cues
 - adjusting intonation, synchronisation, interpretation and nuance to create a cohesive group performance
- participate in evaluations of group performances.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe pre-performance warm-up procedures
- explain factors required to be effective as a musician or singer in a group
- outline issues and challenges that arise in the context of performing music as part of a group for an audience, and how they might be overcome.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- relevant instruments and equipment
- opportunities for musical collaboration in performances before an audience

- appropriate venue with adequate space and acoustic qualities for group performances.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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